

Planned half term	Year 6	Subject focus	Memorable experience	We are reading	English	Geography	Art	Design and Technology	PE	Mathematics	SCIENCE
Summer 1 2021	HOLA MEXICO!	History	Mexican Day: -listen to Mexican Music -learn a Mexican dance -Make Mexican Fruit drink	Maya Legends	Non-chronological report Maya Legend Instructions Persuasion	Mexico Study	Maya Masks Maya Stellae Mexican Patterns	Mexican Food	Cricket Athletics	Geometry - properties of shapes Problem Solving Statistics	Electricity
Knowledge		To know the 3 major periods of the Maya Civilisation and to link with other historical periods studied. To explain what life was like in Mayan times: structure of society, maya writing and number system, jobs, food, religion and entertainment. To know the names of some ancient Maya cities. To name characteristics of these cities.		To write a non-chronological report on the Ancient Maya To write a Maya legend inspired by the legends read To write instructions for the Ancient Maya ball game To write a promotional leaflet advertising the Day of the Dead	To know where Mexico is. To describe Mexico's human and physical geography. To name and locate Mexico's major cities, surrounding seas, mountain ranges, deserts. To name and describe places to visit in Mexico.	To design and create a Maya Mask. To create a clay Maya Stellae To create a Mexican pattern using collage techniques	To follow recipes to make savoury Mexican dishes To research recipes for Mexican fruit drinks To design and make own fruit drink inspired from research To make Maya Hot Chocolate	To develop and use tactics for attacking and defending in the role of batter, bowler and fielder To develop control and coordination with the sprint start, run up for long jump and throwing techniques		To explain the importance of the major discoveries in electricity To observe and explain the effects of differing volts in a circuit To record circuits using circuit symbols To understand variations in how components function To plan and conduct an investigation exploring variations in how components function	
Essential Skills		-Learn about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900 - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. - Create a timeline from dates / details / eras showing knowledge of how to check for accuracy. - Research and find out key dates, characteristics and events of the Maya Civilisation - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Note connections, contrasts and trends over time and develop the appropriate use of		Identify how language, structure and presentation contribute to meaning. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write narratives, describing settings, character and atmosphere	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Explain the climates of South America and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities in South America and draw conclusions as to their similarities and differences. Understand geographical similarities and differences through the study of human and physical geography of a region of	Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Improve their mastery of art and design techniques, including drawing, painting and collage with a range of materials: pencil, paint, textiles, clay	Confidently select appropriate tools, materials, components and techniques and use them. -Use tools safely and accurately. - Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. -Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,	CRICKET: - Apply with consistency standard cricket rules in a variety of different styles of games -attempt a small range of recognised shots in isolation and in competitive scenarios -use a range of tactics for attacking and defending in the role of batter,		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	

		<p>historical terms.</p> <p>- Understand how our knowledge of the past is constructed from a range of sources</p> <p>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>			<p>Integrate dialogue to convey character and advance the action</p> <p>Link ideas within and across paragraphs using a wider range of cohesive device</p> <p>Use layout devices</p> <p>Use brackets, commas and dashes to add parenthesis</p> <p>Use semi-colon to mark independent clauses</p> <p>Use the range of KS2 punctuation accurately</p> <p>Use subordination and relative clauses</p>	<p>South America</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of South America. Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.</p> <p>Study maps of South America to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Locate man-made features in South America and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Study photographs, aerial photographs and maps of South America and the Mayan area. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences.</p>		<p>spreading, kneading and baking.</p>	<p>bowler and fielder</p> <p>ATHLETICS:</p> <p>-Apply strength and flexibility to throwing, running and jumping</p> <p>-Accurately and confidently judge across a variety of activities</p> <p>-Work in collaboration to demonstrate improvement</p>		
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